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THE LINGUISTIC METHOD AS IT IS CURRENTLY BEING APPLIED TO THE TEACHING OF FOREIGN LANGUAGES. PANEL DISCUSSION.

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A SURVEY OF CRITICISM FOR AND AGAINST THE AUDIOLINGUAL APPROACH RESULTED IN A CONFERENCE'S PANEL DISCUSSION ON THE LINGUISTIC METHOD. PRESENTED IN BRIEF REPORTS ARE THE EXPERIENCES OF A COLLEGE INSTRUCTOR WHO CHANGED FROM TRADITIONAL METHODS TO THE AUDIOLINGUAL APPROACH, AN ANALYSIS OF STUDENT PERFORMANCE IN COLLEGE GERMAN CLASSES TAUGHT BY THE AUDIOLINGUAL TECHNIQUE, THE PROBLEMS AND ADVANTAGES OF SUCH A METHOD IN HIGH SCHOOL CLASSES, A TRAVELING TEACHER'S DESCRIPTION OF A SPANISH PROGRAM ON THE ELEMENTARY SCHOOL LEVEL, AND THE REACTIONS OF A STUDENT WHO FIRST ENCOUNTERED THE AUDIOLINGUAL APPROACH WHEN HE STARTED A NEW LANGUAGE IN COLLEGE. THIS DISCUSSION WAS PUBLISHED IN THE "PROCEEDINGS" OF THE PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES (17TH, APRIL 15-16, 1966, UNIVERSITY OF VICTORIA). (SS)

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TABLE OF CONTENTS

PANEL DISCUSSION: The Linguistic Method as it is Currently Being Applied to the Teaching of Foreign Languages. Garold N. Davis, moderator

Opening Remarks. Garold N. Davis..... 45

Page

Advantages of Audio-Lingual Instruction. P. Schulthess, Southern Oregon College..... 48

Audio-Lingual Instruction: Student Performance. Robert Wimmer, Portland Community College..... 50

Audio-Lingual Teaching in a Secondary Program. Lea Smith, South Salem High School..... 52

Audio-Lingual Teaching in a FLES Program. James Fissel, Salem Public Schools..... 54

A Student Report from Southern Oregon College..... 58

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P A N E L

The Linguistic Method as it is being applied to Language Teaching.

Opening remarks: Dr. Garold N. Davis, Southern Oregon College.

I have been haunting these educational market places for about 10 years, not long in comparison with many, but long enough to know that in almost every recent language conference there has been a part of the program devoted to what is here called the "linguistic method". The material we present today has also been discussed under the title: "Audiolingual Approach", "Aural-oral" (a name that was doomed from the beginning), and more recently under the encouragement of the MLA "Four Fundamental Skills". In spite of a tremendous amount of expression, vocally and in print, there has, in some booths of the educational market place, been little communication. To illustrate this, and to point out the reason for this panel today, let me quote a few lines from two articles appearing recently in a periodical received and read by those concerned directly with the training of teachers. Both articles are printed in Phi Delta Kappan, March 1966. The first is titled: "Common Sense and the Direct Method in Language Teaching". By "Direct method" the author is in general referring to the audiolingual approach now being employed by so many schools and universities. I quote:

> "Throw the books away" has become a rallying cry particularly appealing in anti-intellectual circles where the printed word is viewed with suspicion. It is my conviction that the direct method now so much used and abused in the high schools may actually harm some students and constitute a disservice to the legitimate cause of foreign language literacy among American citizens. This is so, first, because the goal of this method is to duplicate in a second language the habitual mental patterns of the student rather than to stimulate him to creative, intellectual effort. Although this lack of intellectual content may appeal to what Ortega y Gasset called the hombre masa, 'the mass man' who does not wish to become more than he already is, it bores and repels the more inquisitive students in high school and college who, consciously or subconsciously, seek genuine intellectual stimulation."

End of quote: "And from this statement we learn that those who advocate an audiolingual approach to language learning desire to:

1) throw away the books; 2) encourage anti-intellectualism;
3) bore and repel the more inquisitive student."

A second article from this same journal titled "Is Audiolingual what it's gimcracked up to be?" has this to say:

"Given the practicality, the unquestioning reverence for 'science', the gadget-mindedness, and the real or imagined ineptitude for foreign languages of the average American, it was only inevitable that we should witness today the virtually complete rout of grammar in favor of the 'audiolingual' method (or approach or skills, as the hairsplitters would have it)...

One learns precisely what is on the records and not one word or phrase more... 'Don't ask me for rules; just listen and say' is the audiolinguist's packaged stopper. For rules are grammar and words, and phrases are vocabulary - both as inadmissible to the purist in audiolingual as automatic transmission to a sports car buff...

Perhaps the commonest complaint, particularly in classes where little English or no English at all is allowed, is, 'We had to memorize a lot of stuff but we never knew what we were saying'.... Furthermore, the dialogues in most audiolingual texts are of such paralyzing banality and the format of such egregious monotony, that students - even in the elementary schools, it is being reported currently - quickly lose interest in the classroom procedure, although the educationist is never at a loss to trundle out the cliché that pupil boredom is wholly the fault of the teacher."

End of quote: "And here we have the charges of: 1) no grammar; 2) mindless sentence parroting; 3) no vocabulary; 4) banality of texts; 5) boredom of students."

Perhaps I should remind the audience that these are not statements made by a disgruntled taxpayer as a reaction to the NDEA of 1958. These are statements by language teachers appearing in a March 1966 education journal. It is not the purpose of this panel to debate these charges, and I do not know if the panelists have read these articles. I would like to make a brief reply to these charges in the form of a statement:

1) We have not thrown away the books.
2) We are not anti-intellectual. In fact many of us are mainly humanists and lovers of the great literary expressions; we are just disguised as language teachers.
3) What we are doing is not boring to our students nor to us as teachers.
4) The students are not parrots. They do know what they are saying.
5) We do not hate the word "vocabulary".
6) We do teach grammar. We respect grammar, we love grammar. In fact, we are the "applied grammarians" of the 20th century. But we paraphrase the Apostle James: "Grammar without language is dead".

To continue briefly with this imagery, and to add more background to the remarks of the panelists I now quote from the "Prophet of the New Key", Nelson Brooks:

> "Up to the present, what is called the new approach is largely an act of faith; research to prove the validity of its basic principles is scanty. It is, however, an act of faith of vast dimensions, participated in by thousands of language teachers acting individually and collectively, by leading publishing houses and testing agencies,

and by the federal government through NDEA funds. It has, for a decade, continued to enjoy the cordial support of the general public. If research data are in short supply, it is mainly because the scientific measurement of what is sought is extremely difficult and because the needed instruments have, up to now, not been available."

Our panel is collectively a report on a research project of vast dimensions conducted over a period of years. It is, however, not documented except by the individual impressions and opinions of the panelists, and we used no computers and no educational psychologists. We have on the panel four teachers and two students who have been involved in both the traditional and the audiolingual approach to language learning and teaching for several years. We have asked them to avoid theory and to present to us their experiences, both good and bad, gained as students and teachers associated with the audiolingual approach to language learning.

ADVANTAGES OF AUDIO-LINGUAL INSTRUCTION

P. Schulthess

Southern Oregon College, Ashland, Oregon

I have not had extensive experience with ALM teaching, but I do feel that I have learned in my one year of ALM teaching at Southern Oregon College. I have used an audio-lingual approach in a first year French class, a first year German class, a second year German class and an accelerated first year German class, which we call "Blitzdeutsch". Of the four the accelerated group shows perhaps best just how much real progress can be made in an ALM program. Their progress has been impressive.

My own early training was basically traditional, old-line traditional, until the third year. At that time I went to the Monterey Institute of Foreign Studies for a summer session of "total immersion" in German. From then on the language was much more enjoyable and useful for me, and I was orally oriented. There was a real thrill in having some confidence in my own speaking ability.

I do not believe any system is perfect, but I have observed more advantage than disadvantage in audio-lingual teaching. Perhaps on the minus side I think it is essential, or at least highly desirable, that a student complete the equivalent of two years of ALM training in the language. Changing from a traditional approach to ALM or vice versa in the middle of the stream is very difficult for the student because of the different approaches. An aspect of ALM teaching which I do not mind, but which is to be considered, isthat ALM is or should be rather demanding for the teacher. This is not caused by any intrinsic difficulty in the material, but results because the teacher must communicate enthusiasm. His interest will then spark the student. ALM must be sold, as most students who have previously studied a language are wary of any new approach. As rewards, however, Audio-lingual teaching often offers surprises for both student and teacher. The students are more involved, especially as they gain more confidence in their own ability to express themselves. They become more flexible, and in a cumulative manner their confidence and flexibility speeds their learning process. Thus they learn more quickly and enjoy the learning process more than is the case with other methods to which I have been exposed. I believe this enjoyment should not be underrated as it spurs the student to greater efforts. Language learning need not be onerous.

By the end of the second year of college ALM the student is equal or very nearly equal to the traditional student in reading and writing ability and he has a considerable advantage in oral expression, in listening comprehension, in flexibility and, perhaps most importantly, in personal confidence.

Contrary to what many think, ALM is not a cinch way to learn a few phrases. To do well in an audio-lingual course, as in any course of study, the student must put in much time and work. Under ALM he works very

hard. The real difference lies, I believe, in the great motivation which an early ability to converse instills in most students. For the few, who are uneasy in ALM, a little extra outside work can be given. Very soon the student then relaxes and discovers that the traditional props are unnecessary. He then will be ready to accept fully the new approach. The very poor student, whether he has actual difficulty in studying and memorizing, or whether he is just unwilling to work, does not as a rule become an exceptional student under ALM either, but even he will pick up a good amount of the language. Also, one of the rewards for the teacher is to see an apathetic student become enthusiastic when he sees what ALM does for him.

I have found the audio-lingual method often rewarding, even though there is still a great deal about it which I do not know. As an example of what can be done with students in ALM I think the experience of my accelerated German students might be interesting. To see for myself whether this odd ALM system was working, I gave each student a 15 minute oral final predicated on the student being in a town where only German was spoken. They had to take care of practical needs - rooms, food, transportation - and then discuss with me something in which they were interested , i.e. sports, movies etc. This was at the end of <u>one</u> term, and all were able to do this. By third term easy composition and a respectable reading comprehension are possible. By the end of second year - 6 terms - the student reads regular German authors, discusses them meaningfully, and writes about even rather abstract things. He is ready for a survey of the literature etc. Ideally he has little or no resource to English. These are the ideals, but what frankly amazes me is the extent to which they are fulfilled and not just by the top students. The results speak for themselves.

AUDIO-LINGUAL INSTRUCTION: STUDENT PERFORMANCE

Robert Wimmer

Portland Community College

The community colleges share a relatively unique position in the system of higher education in that their doors are open to all students, regardless of their past academic performance. The foreign language classes have therefore a variety of backgrounds and motivations.

In the first year that foreign language was offered at Portland Community College, traditional texts were employed. At the end of two terms in the first year German course, however, the traditional text was dropped in favor of the audiolingual secondary school materials used in Portland. The class members greeted the change with enthusiasm and their interest was maintained at a high level throughout the remainder of the year. The emphasis on the spoken language appealed strongly to them, and the overall comment was that the grammatical generalizations were much more meaningful to them as a result of the linguistically structured drills.

On the basis of this experiment, two years of audio-lingual materials are used in both Spanish and German this year. Generally, the interest and enthusiasm of the students at the half-way point in the year tends to confirm the choice of approach as a good one.

Obviously, in the short time that has been devoted to using the audio-lingual method at Portland Community College, little data can be presented relative to the actual performance of the student in the areas of reading and writing - those areas usually treated simultaneously with the listening and speaking skills and often more emphasized in the traditional method. Only several years experience with the audio-lingual method will give a more precise picture of actual development and retention in all four language skills.

At present, however, the following facts seem significant in regard to this year's experience in the first year German and Spanish classes:

1. General interest in the subject matter remains high. No class-drops have been due to lack of interest in the subject.

2. Comprehension and speaking ability is superior in the audio-lingually trained student to the student of one year ago. There is a desire for the students to communicate with each other outside the classroom situation in the language. Some students are even inclined to ask their questions concerning grammar in the language and expect their answer in the language.

3. General reading ability appears to be increased over the traditionally trained student of the previous year at the same time. (Programmed reading materials are being used which correlate in vocabulary and structure with the material covered in the drills, and are therefore not necessarily a true indicator of the students' capacity to handle totally un-

familiar, unprogrammed selections. Opportunity for the latter will be provided at intervals during the Spring term.)

4. Up to this point no attempt has been made to allow the student to practice in liberated writing exercises. Rather, all written assignments have been carefully structured to provide systematic progression from spelling and word-building through correct sentence construction. Additional practice in word order, paragraph writing, and rudimentary elements of style will be given during Spring term.

5. The above-average student appears to thrive on audio-lingually oriented materials. A few are inclined to find extensive drill periods dull, since they are more capable of conceptualizing and generalizing the patterns involved after initial practice with the drills. The average student seems to find the drill material of invaluable help, and the added advantages of having a programmed text for self-study very worthwhile. The laboratory periods are usually more appreciated by the average student than the bright student. The below-average student appears to have some difficulty in understanding a generalized grammatical principle, even though he may be able to parrot the drill patterns in class. Therefore, more extensive grammatical explanation in English has been provided these students during special help sessions with satisfactory results.

In summary, the audio-lingual approach in our first year classes has brought evidence of the following:

1. A narrow focus on vocabulary to allow good grounding in development of the basic language structures, (i.e. verbs, pronoun usage and agreement, noun-adjective agreement, etc.)

2. Good checks on pronunciation and understanding of structures through a variety of carefully programmed drills in the text and on tapes. The exercises provide correct practice patterns for self-learning.

3. Mastery of basic structures rather then mere acquaintance with their existence. This has meant slower coverage of grammatical material, however.

4. Vocabulary learning has been directed toward fulfilling the needs of the communication-oriented student rather than those of the language major-oriented person.

5. The audio-lingual approach has demanded creativity, plus a high degree of fluency in the foreign language on the part of the instructor in balancing the activities of the daily class period. The progress of the students and their continued enthusiasm for the language as a medium of real communication, rather than a mere requirement for graduation provide a source of satisfaction in the teaching act and a valid reason for pursuing the audio-lingual approach with successive classes.

AUDIO-LINGUAL TEACHING IN A SECONDARY PROGRAM

Lea Smith

South Salem High School, Salem

There is no doubt in my mind that the A-L approach of teaching foreign languages is superb to that of the traditional if the teacher is trained in the use of A-L materials.

Since time is an extremely precious factor in the A-L approach, the teacher must know how to use the class time most effectively. As Prof. Fernand Marty states in his text (Active French, A.-V. Pub., Roanoke, Va.): "The purpose of this course is to teach a maximum amount of French within a minimum of time." How does the teacher do this? He uses dialogues (accompanied, perhaps, by colored film strips) and exercises to train the student to understand and accurately use the structured elements of the French language.

Everything taught should be of vital interest to the student, and every lesson should be carefully and logically structured beginning first with the most elementary structures and adding to them in each succeeding lesson. Therefore, each structure has to be thoroughly learned before moving on to a new one. This is where some of our A-L trained students fall down; they haven't learned all the structures they should have learned before progressing to another unit, and the snowballing of linguistic blindness runs rampant.

Since modern foreign languages are now being learned by students of all milieus, there is a problem of how much time one should spend on a unit before continuing to the next. Should the teacher wait until everyone learns everything? Let's be reasonable! It might take four years to cover one level if this is the case. No, one must decide to move on after a "decent" period of time, and hope that all will follow in the steps of audio-lingual truth.

In using the audio-lingual approach I have found that students are able to speak the target language much better, rather than to speak about it. In the days of traditional teaching, more time was spent dissecting the language rather than using it. Now, by the second semester even my beginning students are able to comprehend and use the target language for a class hour without having to use English. If there are questions concerning structure, these are asked at the end of the hour. (Five minutes is usually sufficient time.)

This does not mean that English is never spoken in the A-L classroom. If there are new structures to be presented, they are given in the target language, then in English, then back to the target language for the sake of comparison. These new structures are reinforced each day until they are learned ... not "learned" for two days and then discarded.

Since language is basically an oral expression, the student must first hear, comprehend, and speak what he is to learn. After these areas are mastered, he can then be introduced to the spelling of the structure: (Ex: "Le vieux professeur travaille là-bas," which, when transformed into the plural becomes "Les vieux professeurs travaillent là-bas.") While there is only one structural change to the ear, there are three changes in the written form. Linguists have now found that the time lag between speaking and spelling is much less than in the earlier days of A-L teaching. No matter how long or how short the time lag is, the introduction of spelling still presents difficulty. A student with high linguistic ability can usually avoid the danger of sound-sight interference, and a student with mediocre or poor linguistic ability (no matter how long the time lag is) has difficulty pronouncing that which is in print. I have found that if spelling is presented with constant comparison with audio-oral features already studied, a short time lag is very successful.

The role of homework for A-L students might appear to be too easy, because the exercises are self-corrective. Homework is not a mechanical process of writing down (copying) exercises, or translating sentences which are turned in to the teacher the next day. The student must be motivated to learn and be honest with himself by means of giving him short quizzes (oral or written) in class. The result is that a student quickly learns that he must do more than look at or listen to the correct answer; he must master it.

Ideally, the role of the lang. lab.is a library resource center where each student should go whenever he is free, and have complete control over the equipment in order that he might work at his own speed. For most of us secondary teachers this is impossible because there are too many bus students enrolled in our public high schools, not all students taking a foreign language have a study hall, and most public high schools do not provide personnel to remain in the lang.lab. all day just to distribute or play tapes and act as a policeman. Therefore, the students must either work as a group - doing the same exercises as everyone else - or work individually if one has a level 3 lab. with recorders at each booth so that the student might play his own tape and record on it for the sake of student/master voice comparison.

When the results of audio-lingual teaching are compared to those of the traditional, the A-L students are much more skilled in speaking the target language. They have more fun in the foreign language class, there are far more students studying five and six years of the same foreign language before entering college, and many more non-college-bound students are doing very well in an area that was once considered forbidden territory. As a teacher of French using the audio-lingual approach, I try to stimulate the students to speak as much as possible in the target language. The air of excitement that prevails in a classroom where the students are exchanging ideas in a foreign language rarely existed in my classes when I taught the paradigms of the imperfect subjunctive of the verb "to be".

AUDIO-LINGUAL TEACHING IN A FLES PROGRAM

James Fissel

Salem Public Schools

The Salem Oregon Public Schools FLES Program is small in comparison with many. It was purposely designed this way in order to build the program, rather than attempt a huge program and have an unwieldy one with which we could not cope. The program is now in its third year of existence. The beginnings were made with two traveling teachers working in the sixth grade elementary school classrooms which fed into two of our junior high schools. For the 1963-64 school year, we taught sixty-nine students.The next year saw us involved with seventy-five classes per week in eleven elementary schools with six hundred sixty-eight students. This past year, we added a third member to our staff and added a third junior high school area to our program of Spanish for the sixth grade elementary school students. This year we have one hundred twenty-six classes per week in nineteen elementary schools involving one thousand eighty-three students.

Our program does provide that all students participate in the Spanish program as it exists at the elementary school level. The program is so designed that a traveling teacher presents a twenty-minute Spanish lesson in the sixth grade classroom three times weekly. Follow-up is done by the classroom teacher provided with tapes of the lesson materials, along with other suggested follow-up activities such as games, songs, and enrichment materials which add to the regular Spanish program.

The personnel involved in the teaching believe that the Spanish program should be built on a "Communications Motivation" basis. Each of the three teachers do have extensive language backgrounds as well as considerable foreign experience, both travel and educational.

Believing as we do, and since few commercial materials were available at the start of our program,we selected to use the Modern Language Associations Teachers' Guide, Beginning Spanish in Grade Three and its subsequent guides as a basis for our program. Adaptations had to be made. Basically we use the dialogue structure from the Guides, changing them to meet the interests of sixth grade students. As an example, one dialogue we changed from talking about Mickey Mouse to the Beatles. We use the Cumulative Exercises from the Guides, and the Suggested Procedures and Drills are excellent. However, as these are only Guides, we do have to build Structural Exercises into our lesson plans.

For introducing dialogues, we use simple hand puppets for representing the speakers: we have extensive visuals to represent phonemic, morphemic, tagmemic, structural and cultural content. These visuals are either self-produced or procured commercially. In addition, we never miss an opportunity to purchase (out of our own pockets) an inexpensive toy, a record for a song we wish to use, or some other item which we feel will help

to make a point as far as lesson content is concerned. As an example, when we had a unit on pets, we used this rabbit. It lends itself to a discussion of five articles of clothing; shoes, pants, shirt, tie, and a coat: six colors; red, blue, black, white, yellow, and green. It permits the introducing of a popular Latin-American musical instrument, the maracas. And then, we can even add simple action by talking about the movement that takes place in this simple toy. He is standing, he is walking, and he is playing the maracas. This is all subsidiary to the basic dialogue and structural drills of this lesson, but adds much interest.

The basic concerns the topic of having a dog. We introduced other items, this frog; then a spider, etc., so that students had a familiarity with these. We followed this by teaching the words to a song as a poem, and after the students were able to say the poem fairly well, we introduced the music to the poem. This build-up became a most enjoyable song for our students. La rana and la arana make for good practice in distinguishing the difference between sounds, syllables and words.

We finished the unit by using the film El Perico; all activities of the unit were of high interest to the students. In addition, we use stories illustrated by visuals, either our own homemade variety or transparencies developed by our Instructional Materials Center for use with the overhead projector. Incidentally, we have an excellent department to help us. We suggest what we desire and the finished product exceeds our expectations. Our objective is simply to provide a listening activity, but with the idea of presenting material for enrichment as well as recapitulation of material thus far learned. In this way, it reinforces the learning process as well as gives the student a sense of accomplishment to be able to understand new material of this nature.

We find that we can provide many opportunities for practicing the language and not have to lapse into the English language by using our visuals. In addition, when the students' awareness is taken from the language drill by the visual presentation, we do not find boredom which frequently is the complaint from many teachers who feel that audio-lingual teaching is nothing but drill. We intersperse much drill of old material, reworking it in many and devious ways. Each day we present a little of the new so that we are making progress. Periodically we try to have an unexpected surprise in the way of a visual or some classroom activity in order that the student is continually looking forward to the next presentation. Being a bit of a "ham actor" in the classroom is a big help.

A most important aspect in our program and its success has to be attributed to the relationship we have with the classroom teacher and his or her acceptance of some one barging into the classroom three times a week to teach a Spanish lesson. We try to impress upon them the fact that the students will learn more rapidly than they, and to please accept this fact. All we request is that they exhibit interest and provide opportunities for follow-up on the days we do not visit. Our teachers in the self-contained classrooms remain in the classroom when we are present, and many participate actively with the students. The first year people are sometimes a bit overwhelmed, but find the second year they do better, and can

participate more actively in follow-up activities rather than relying greatly on the manufactured products for these activities. The Salem teachers have been wonderful in this respect, and this helps to carry our program forward.

From a FLES program there are many rewards in watching students develop. As our program is strictly audio-lingual in nature, we do find students who have had little success academically coming to the foreground in the Spanish class. An outstanding example is a girl who never spoke loudly enough for any one in the classroom to hear her and who was a slow achiever in reading. She began to find that she could perform in Spanish. At the beginning of the year, sitting directly in front of me, this girl spoke so softly that I had to bend down to hear her recite. Most of the time her recitation was correct. Today she sits in the back row and we can hear her recite and she is always the first to volunteer when I request students to participate individually. This improvement has carried over into other classroom activities.

Performance in the language is another rewarding feature. Considering the fact that I have not hit 30 hours of actual classroom contact as a traveling teacher to date, after an extensive drill relative to a dialogue on pets, colors, sizes and names; it was most rewarding one day to walk into the classrom and begin the lesson by saying: "John, ask Steve if he has a dog." The student's response was: "¿Esteban, tienes un perro?" I, to be sure, was quite surprised, but with this beginning, came a departure from the lesson and I ventured forth with the students doing a great deal more participating in directed dialogue activities, and they never ceased to amaze me. For sake of brevity, I am only citing a couple more exciting experiences. We made a list of questions to which the students were to give answers, as well as answers to which they had to give the questions. Each proved to be tremendously successful. To us, this is the beginning of the communicative skills which are to be developed as students progress. These are the rewards of audio-lingual teaching.

In the beginning stages, much evaluation is subjective in nature. One of the greatest criteria is the total participation of the group and their acceptance of this type of teaching. We do attempt to evaluate by means of more objective tests, and have found results ranging from the top to the bottom of the performance scale.

We feel another measure of our success comes from culminating activities throughout the year, many of which are carried forth by the classroom teacher, with our working together. One has been Christmas assemblies based on posada activities with excellent backdrops representing a Spanish village. The complete programs were done in Spanish. Other activities are classroom assemblies showing progress students have made and their ability to use the language with parents of the children invited to the assembly. One classroom prepared a mid-afternoon repast of Mexican food with students preparing all the food.

We are called upon to present programs to P.T.A.'s and the Parents Council utilizing students from our classrooms. The willingness of students to participate with frequently many more volunteers than we can

use, we feel, attest to the fact that we are teaching Spanish in a FLES program, and that students are learning and enjoying their learning experiences.

This sounds a bit like a glowing report, but I wish to end by saying we do have problems. Our growth has been slow, but we feel it has enabled us to build a quality program as we go along. Moving into a new area this year, we have run into problems with team teaching situations, in that with students from fourth, fifth and sixth grade classrooms, the sixth grade students are drawn from several rooms to another location for the Spanish class. As the classroom teacher is involved with other students, it is impossible to attend the Spanish class to learn what is being presented so that good follow-up is not possible. Follow-up is also a problem because of the mixed grades.

Another weakness is articulating with the junior high school where the seventh grade program is a before or after school class, and not yet integrated into the regular class schedule as it is in the eighth grade.

A STUDENT REPORT FROM SOUTHERN OREGON COLLEGE

I cannot help but feel slightly presumptuous in speaking to you on a subject in which you are obviously more knowledgeable than I. I can only hope that these brief remarks concerning my experiences as a student of foreign language may be of some interest and help to you in your future teaching.

My first contact with a foreign language began with traditional high school Spanish in San Diego, California, -- a setting which should have provided ample opportunity for using it. Unfortunately, any attempt to communicate in Spanish would call forth in my mind a great nebulous cloud of rules, to which there were more exceptions than followers, half-remembered verb conjugations and memorized lists of poorly pronounced words, the meanings of which were clear until you tried to use them in sentences, at which time they didn't mean what they were supposed to at all.

Consequently, it was with some misgivings that I registered for first year German at Southern Oregon College. I dreaded the thought of spending two years conjugating verbs and attempting to understand a complex description of grammar. By the end of the first week of classes it was apparent that this was a different situation entirely. The class was interesting, challenging and, what was more, we were learning something of the language as well as something about it. We were required to spend an hour a day in the Lingo-laboratory, which was at first interesting, then boring as the novelty of playing with tape-recorders wore off, and finally bearable if not enthralling, as we came to realize the good it was doing us.

The class was more difficult to prepare for, in that it required active participation, i.e. it was impossible to go to class and "fake it", because if you were unprepared, it was immediately apparent every time you opened your mouth. On the other hand, we always knew exactly what was expected of us; we were tested approximately once a week and, most important, we felt that we were making definite progress both verbally and in reading-writing ability.

At the end of that first year I was lucky enough to be able to take a summer tour of Europe, including four weeks of study at the University of Vienna, and a six week bicycle trip through Germany. It was here that I learned just what I had learned in German One. I was able to buy the things I needed, find my way about without too much difficulty and converse on a limited basis with German-speaking students in the youth hostels, although my unlikely grammatical constructions raised eyebrows among those listening to me.

I am now finishing my second year of audio-lingual German, and although I realize that much more work is required, I am looking forward with enthusiasm to further study, not only of the language but also of the literature and culture.

There is one effect of audio-lingual instruction upon the student which is not to be ignored. It is either beneficial or detrimental depending upon your point of view. He becomes intolerant. He learns that it is possible to study languages for purposes of communication, to obtain the four equally important skills of listening, speaking, reading and writing, as well as insight into the nature of a foreign culture. Having learned this, he will not settle for less.